

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

ACADEMIC SENATE - AGENDA

November 30, 1982

UU 220

3:00 PM

Chair, Jim Simmons
Vice Chair, Ron Brown
Secretary, Barbara Weber

I. Minutes

II. Announcements

III. Reports

Administrative Council (Weber)
CSU Academic Senate (Riedlsperger, Hale, Weatherby)
Foundation Board (Simmons)
President's Council (Simmons)

IV. Committee Reports

The Chair requests written reports for this meeting.

V. Business Items

- A. Resolution on Professional Growth and Development (Stowe) (Second Reading)
- B. Resolution on +/- Grading and Progress Points (Stowe) (Second Reading)
- C. Resolution on Professional Ethics (Murray) (Second Reading)
- D. Resolution on Sabbatical Leaves (Murray) (Second Reading)
- E. Resolution on the Campus Disaster Plan (Lutrin) (First Reading)

RESOLUTION ON THE ROLE OF PROFESSIONAL GROWTH AND DEVELOPMENT AT CAL POLY, SLO.
(Ad Hoc Committee on Faculty Professional Development)

- WHEREAS, The long term welfare of a university relies on its ability to maintain an active, knowledgeable, and competent faculty; and
- WHEREAS, The professional vitality of the faculty is essential for the goal of excellence in teaching; and
- WHEREAS, The faculty of Cal Poly, SLO, would like to see the state support a program for maintaining the professional competence of its faculty; and
- WHEREAS, The implementation of such a program may be facilitated by a statement of common interest and agreement among the diverse elements of the faculty at Cal Poly, SLO; therefore be it
- RESOLVED, That the Academic Senate of Cal Poly, SLO representing the General Faculty, accepts the following document as its statement on the role of professional growth and development here.

INTRODUCTION

The long term welfare of our university rests on its ability to obtain and maintain an active, knowledgeable, and competent faculty. In addition to improved ability to provide students with current and useful knowledge, the interest and stimulation displayed by the faculty is also transferred to their students. Scholarship and teaching are mutually supportive activities. The better educated can become better educators, and a campus environment that includes independent professional activity exposes students to active, creative, and current practice in their fields.

Inasmuch as the entire state benefits from the knowledge received by those attending its public universities, it is in the best interest of the state to maintain the quality of these educational programs. This requires adequate support for professional activities; otherwise the faculty may quickly become weak and outdated in their fields. Policies dealing with such activities should be designed to reflect the wide variety of standards and practices appropriate to the wide variety of academic programs and faculty professional interests at the university. Just as it is the responsibility of the state to provide this support, it is the responsibility of the faculty to see that their professional activities are an asset to the university community.

In recent years, such state support has been seriously inadequate, and this has impaired our academic programs. Continued neglect will cause further deterioration. The lack of state support in this area makes it difficult for faculty to maintain a reasonable level of professional vitality. In trying to stay active, faculty must do so on a voluntary or overload basis, and many must look elsewhere for resources and support. These pressures tend to remove these vital activities from the university community. It creates conflicts of interest, breeds frustration and cynicism, causes attrition of faculty to jobs

more rewarding of these activities, and displays to the students and the public the hypocrisy of a state which advocates quality in public education, but will not support the programs that are necessary to achieve this quality.

In drafting this statement regarding professional growth and development at Cal Poly, we are aware of the history of deficiency in this vital area. Nevertheless, we hope that support may soon replace neglect, and we are willing to work toward this end. We hope that this statement may help facilitate this transition by clarifying the faculty's needs and wishes in this area.

In this document, we explore the common ground in the diverse spectrum of professional interests at Cal Poly. We hope it reflects the appropriate balance between the ideal and the practical aspects of professional growth and development.

DEFINITION OF PROFESSIONAL DEVELOPMENT

Professional Development is the acquisition and utilization of experience, skill, knowledge, or information, which enables one to perform at a higher level of proficiency in her/his profession.

THE ROLE OF PROFESSIONAL DEVELOPMENT AT CAL POLY

Excellence in teaching is the primary goal of the faculty of Cal Poly, SLO. Professional growth and development is essential in meeting this goal.

AVENUES FOR PROFESSIONAL DEVELOPMENT

Members of the faculty are teachers, who have expertise in a wide variety of academic areas. Any activity by a faculty member that either enhances teaching skills or enriches professional expertise would be considered as professional development. A few examples of such activities are included in the following list:

1. Contributions to the teaching profession. Examples of this type of activity would include papers on pedagogy submitted to professional journals, papers presented at professional meetings, presentations on pedagogy given in invited talks, seminars, and workshops, the production of audio-visual aides, and publication of textbooks.
2. Contributions to Cal Poly's academic programs. Examples of this type of activity would include course improvement, the development of course materials such as hand-outs, manuals, audiovisual aides, and computer programs, the development of instructional facilities or equipment, the development of new courses, and working with students on special projects.
3. Contribution to the general body of knowledge in some academic area. Examples of this type of activity would include consulting, colloquia, creative productions, invited talks, papers presented at professional meetings, papers submitted to professional journals, research, and seminars.

4. Other avenues of self-improvement. Examples of this type of activity would include classes taken or conferences attended to enrich or update professional knowledge or skills, leaves of absence for professional development activities, job experience or residencies, professional participation in national and international programs, projects undertaken to improve teaching skills, and the pursuit of advanced degrees, professional licenses, or additional advanced studies. Also included would be participation in institutes, seminars, and workshops with alumni, colleagues, industry, and trade associations.

This list is not a guideline for faculty to follow, nor is it exhaustive. Rather, it provides only a few specific examples of the broad range of professional development activities in which faculty could engage. This university has a faculty of diverse interests, whose professional pursuits cannot be neatly categorized in such a modest list.

APPRAISAL OF PROFESSIONAL DEVELOPMENT

In addition to the diverse spectrum of activities resulting from individual interests, different avenues for professional improvement are found in different professions. Therefore, both the value of the avenue(s) chosen, and the quality of the work done are usually best appraised by the faculty member's immediate colleagues.

It is the responsibility of the individual faculty members to ensure that their professional activities are an asset to the university and supportive of its educational mission. It is also the responsibility of the individual faculty members to document those activities they wish to have appraised in personnel

actions. It is the responsibility of their colleagues to appraise these activities in a manner consistent with established departmental criteria.

Such criteria should be periodically reviewed by the tenured and senior faculty and made available to all tenure-track faculty in the department. The department head, upon consultation with the tenured and senior faculty, has the responsibility to inform individual department members to what degree their professional activities are meeting these criteria.

THE UNIVERSITY'S ROLE IN MAINTAINING FACULTY EXCELLENCE

In order to create an atmosphere in which faculty can strive for excellence in the classroom and professionally, a university must actively provide two necessary ingredients. These are:

1. an academic environment that encourages pride in one's work, and
2. an opportunity to do that work well.

FACULTY PROFESSIONAL DEVELOPMENT AT CAL POLY

Professional growth and teaching excellence must not be made adversaries. Because of the present heavy teaching load, time devoted to professional development activities must often be taken from time that would have been spent preparing for classes. Since the class preparations are already suffering from lack of sufficient time, professional growth activities may often lead to further deterioration of immediate classroom performance. Similarly, shortage of space, equipment, clerical help, etc. presently puts the two kinds of activities in competition for these resources as well.

Furthermore, the faculty member is given the undesirable choice of either pleasing present students but disappointing future ones, or maintaining a modest

program of professional growth to benefit future students, at a cost in the quality of teaching to present students. The university should strive to guarantee that the faculty has sufficient time and resources to do a good job of both, so that these two activities may always be complimentary rather than competitive.

Below is a partial listing of some of the areas in need of attention and measures the university must take in order to facilitate faculty professional development and teaching excellence.

1. Time

It is imperative that the teaching load be reduced. The present heavy load is such that faculty sooner or later must compromise the quality of their work in order to meet their class schedule.

In addition, release time should be available for appropriate professional activities.

2. Facilities

The present scarcity of facilities impedes our basic teaching activities. Faculty are reluctant to exacerbate this shortage by using some of them for their professional endeavors. Adequate facilities should be provided for both types of activities.

3. Other Resources

More funds must be available to support travel, publication, equipment purchase, clerical assistance, library facilities, and other necessary expenditures incurred by faculty pursuing avenues for improving their professional expertise.

4. Personnel

We must make the working environment sufficiently attractive that we can acquire and retain faculty who can carry on professional development activities. Such improvements in the working environment would

include higher salaries and private offices in addition to the improvements mentioned above. Other reasonable amenities would include expanded library services and privileges, full fee waivers, use of health facility, improved parking accommodation, and provision for adequate clerical, technical, and student assistant help.

Furthermore, a pool of substitute faculty should be maintained, along with funds to pay their salaries, in order that faculty may be freed to engage in short-term professional activities without compromising academic offerings. The present policy of shifting the temporary teaching load onto the shoulders of already overburdened colleagues must be discontinued, because concern for both colleagues and their students discourages faculty from considering such activities.

This is only a partial list of some of the areas the university must explore if its faculty is to sustain currency and expertise. The current policy of "maximum students at minimum costs" does not provide an academic environment that encourages pride in one's work nor does it provide the opportunity to do that work well. If we are to encourage faculty professional development and vitality, we must restore both of these essential ingredients.

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

AS-139-82/IC
September 28, 1982

RESOLUTION ON PROGRESS POINTS AND +/- GRADING

BACKGROUND: In its last session the Academic Senate passed a resolution adopting, as an option, the further refinement to grading afforded by the use of the +/- system. An apparent difficulty arises when we attempt to incorporate this change with the use of progress points. Progress points affords us a means of tracking students who do not pass courses undertaken on a CR/NC basis and are inconspicuously deficient grade points because CR/NC is not reflected in GPA. A student must maintain a GPA above 2.0 and twice as many progress points as courses taken. Given our new system, it is possible for a student to fall below the 2.0 GPA by obtaining a C- (valued at 1.7) without a compensating C+ or higher grade. On the other hand, a student taking the course CR/NC and also receiving a C- would not be embarrassed by the Administration because a C- counts as a CR and that gives him two progress points which sustains him at the minimum on the other system. The faculty has no way of rectifying this because as things now stand, all that is allowed is a grade notation to be converted, under certain circumstances, into a CR/NC by an anonymous entity in the Records Office. A scandalous state of affairs to be sure! In attempting to refine the system we have compromised its integrity. The injustice; however, is not as alarming as it at first appears. Only students with a 2.0 GPA or better are allowed to take certain courses outside their major for CR/NC. The only other case where students are allowed to take classes for CR/NC are specific requirements (such as internships) offered within their major where, presumably, they are being closely monitored by their department. The intent of the CR/NC system is meritorious and should not be placed in jeopardy by an equally worthy attempt to indicate more accurately a student's accomplishment which is the intent of the +/- system.

WHEREAS, there may infrequently arise irreconcilable difficulties occasioned by the simultaneous use of +/- grading and progress points; and

WHEREAS, the advantages derived from the two systems far outweigh the occasional dilemma which stems from their separate logics; therefore be it

RESOLVED: That when a C- or higher grade is assigned to a student who has petitioned for CR/NC grading, the Records Office shall assign the grade of CR and award two progress points.

ACADEMIC SENATE
of
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RESOLUTION ON PROFESSIONAL ETHICS

Background information: Cal Poly does not have a faculty code of ethics. It is generally recognized throughout the academic profession that, for a variety of reasons such a code is desirable. Furthermore, President Baker has requested that the Academic Senate consider the formulation of such a code for Cal Poly. In reviewing other established codes, the Personnel Policies Committee believes that the Code of the American Association of University Professors covers in general all of the pertinent concepts, and, accordingly, recommends that this code be adopted at Cal Poly, with the change in wording to replace "he" by "he/she."

WHEREAS, Members of the academic profession have unique responsibilities;
and

WHEREAS, It is recognized that a statement of our professional ethics
will support existing standards and practices of faculty with
respect to integrity and ethics; therefore be it

RESOLVED: That the following be accepted as a code of ethics for
Cal Poly faculty and that it be placed in the Faculty
Handbook, with a footnote to the effect that it is the
1966 AAUP Code modified to replace "he" by "he/she."

- I. The professor, guided by a deep conviction of worth and dignity of the advancement of knowledge recognizes the special responsibilities placed upon him. His primary responsibility to his subject is to seek and state the truth as he sees it. To this end he devotes his energies to developing and improving his scholarly competence. He accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He practices intellectual honesty. Although he may follow subsidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.
- II. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He respects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.
- III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He respects and defends the free inquiry of his associates. In the exchange of criticism and ideas he shows due respect for the opinions of others. He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues. He accepts his share of faculty responsibilities for the governance of his institution.
- IV. As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision. He determines the amount and character of the work he does outside his institution with due regard to his paramount responsibilities within it. When considering the interruption or termination of his service, he recognizes the effect of his decision upon the program of the institution and gives due notice of his intentions.
- V. As a member of his community, the professor has the right and obligations of any citizen. He measures the urgency of these obligations in the light of his responsibilities to his subject, to his students, to his profession, and to his institution. When he speaks or acts as a private person he avoids creating the impression that he speaks or acts for his college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

ACADEMIC SENATE
of
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RESOLUTION ON SABBATICAL LEAVES

AS-140-82/PPC
September 28, 1982

Background: In March 1982 Vice President Jones sent to the Chair of the Academic Senate a request for review of the University's sabbatical leave policies, procedures, and guidelines (CAM 385-386). More specifically, the guidelines and procedures, CAM 386.5.C were cited by Vice President Jones as favoring faculty applications based on seniority and the number of previous unsuccessful applications. Further, CAM 386.5.D. was criticized as follows: The current quota system of distributing leaves to Schools sometimes results in the funding of a mediocre or poor proposal while a high quality proposal in another School goes unfunded."

The Personnel Policies Committee reviewed CAM 385 and 386 and decided that only the guidelines and procedures need be revised in order to stress the quality of the proposal rather than seniority, etc. The Committee thought that the present School quota system of distribution was consistent with overall University policies pertaining to allocations of this nature. (CAM Sections 386.5.C and 386.5.D are attached).

WHEREAS, Sabbatical leave money has become severely limited, and the existing criteria are based on adequate funding; and

WHEREAS, These proposed changes are core consistent with what is actually occurring; therefore be it

RESOLVED: That the CAM Section 386.5.C be changed as follows:

C. Guidelines and Procedures

Each school shall elect a sabbatical leave guideline and procedures committee composed of teaching faculty, who in consultation with the School Dean shall prepare guidelines that shall be concerned with but not limited to:

1. Purpose: The purpose of leave is for research, study, or travel or any combination of these.
2. Benefits to University: Consideration shall be given to leaves particularly beneficial to the University, school/division, or department.
3. Guidelines and Procedures: These should include the method of establishing the school sabbatical leave screening committee and the rules and/or procedures pertaining to the evaluation process.

Guidelines as outlined above shall be submitted to the faculty of the school and Academic Vice President for approval. The sabbatical leave screening committee will interview all leave applicants of that school as soon as practical after the application deadline, and evaluate the applications based upon merits of their proposals and the school guidelines.

C. Guidelines and Procedures

Each school shall elect a sabbatical leave guidelines and procedures committee composed of teaching faculty, who in consultation with the school dean shall prepare guidelines that shall be concerned with, but not limited to, items below.

1. The relative weight to be assigned to the following categories of sabbatical leave applications when:
 - a. Their purpose of leave is for (1) study, (2) research, (3) travel, or any combination of these
 - b. The applications are from faculty members who have had a previous sabbatical leave as compared to those applying for their first leave.
2. The priority to be given to the following factors:
 - a. The length of service in the university of the applicant
 - b. The recency of other leaves, such as fellowships and grants through nonstate funding or other leaves with pay
 - c. The recency of previous unsuccessful applications
 - d. A purpose which is more innovative than traditional
 - e. A leave more beneficial to the university at large than to school/division or department
 - f. The length of service remaining prior to retirement.
3. Guidelines and procedures shall include the method of establishing sabbatical leave screening committee subject to the constraint that all replacements for the sabbatical leave screening committee be selected in the same manner as the original screening committee.

Guidelines as outlined above shall be submitted to the faculty of the school for approval. The sabbatical leave screening committee will interview all leave applicants of that school as soon as practicable after the application deadline, and evaluate the applications based upon merits of their proposals and the school guidelines.

D. Distribution of Sabbatical Leave Positions within the University

The number of sabbatical leaves allocated to the university will be distributed on an equitable basis among the schools. Guidelines for distributing sabbatical leaves include an initial distribution of one sabbatical leave to each school, with the balance of the allocation to be distributed according to the ratio of eligible faculty members in the respective schools to the total eligible faculty in the university. Not later than October 15, the Director of Personnel Relations will determine, in consultation with the Director of Business Affairs, the projected number of sabbatical leaves for the following year which would be allocated to the respective schools under the guidelines and will report the projection to the school deans, the Vice President for Academic Affairs, and the Chairperson of the Personnel Review Committee of the Academic Senate. The Director of Personnel Relations shall also publicize the projection in the *Cal Poly Report* and through the Academic Senate.

The school deans shall then provide those eligible members of their schools with the projection figures and copies of the procedures and guidelines utilized in establishing priority lists of candidates and alternates. In the event sufficient applications are not received by any school, the Personnel Review Committee will recommend a redistribution of the unfilled leaves to the other schools after considering an equitable distribution in accordance with CAM 386.5, E.3. If unfilled sabbatical leave slots are still available, the committee will recommend candidate(s) after considering the guidelines of the schools and the applications of the highest alternates on the priority lists submitted by the schools.

RESOLUTION

November 22, 1982

BACKGROUND

In the fall of 1980 a Campus Disaster Plan was formulated under the aegis of the Director of Public Safety. In the winter of 1981 the Academic and Student Senates found the Plan wanting on both procedural and substantive grounds and asked that a broadly-based committee be promulgated to come up with a satisfactory emergency plan for the University; in addition the Academic Senate asked that the President not put the Disaster Plan into effect because of the shortcomings. The President, in response, directed that a university-wide committee, The Disaster Preparedness Task Force, be formed under the Director of Public Safety. He, however, declared that the Campus Disaster Plan would be operational until another document was approved.

The Task Force held its initial meeting in June of 1982. This committee originally consisted of 14 members but later was expanded by the Public Safety Director to 16 members. Of this number, two members are from the faculty and two from the student body. After four meetings, the Task Force in November 1982 approved the Campus Disaster Preparedness Plan for Peacetime Emergencies by a 10-4 vote (two members were absent), with the four faculty and student members opposed. The approved document consists both of a general section and then some 13 subsections corresponding to a like number of potential emergencies on campus. The Plan is now being edited and then will be sent to the Public Safety Advisory Committee. At the same time, the Academic and Student Senates are being informed about this newest version of the Emergency Plan by their student and faculty committee members and asked to consider the adequacy of this version and respond appropriately.

RESOLVED, That the Academic Senate requests that the President direct the Public Safety Advisory Committee to prepare the 13 Subplans referred to in the October 5, 1982 memo of the Director of Public Safety. Specifically, each of the Subplans should consider the following subjects, among others, where appropriate:

- a. That adequate attention has been paid to the needs of the handicapped;
- b. That adequate numbers of safety personnel will be available to deal with the particular emergency;

- c. That the safety personnel have received adequate training for their special tasks for the different emergencies;
- d. That sufficient equipment exists to effectively react to the different emergencies;
- e. That adequate advance planning has taken place to permit effective evacuation of the campus, if necessary, for the different emergencies;
- f. That adequate advance planning has taken place to permit effective sheltering of the campus population, if necessary, for the different emergencies; and
- g. That adequate emergency plans and/or informational material be made available for the various departments and other units on campus as well as for the campus community in general.

BE IT FURTHER RESOLVED, That the Academic and Student Senates be given copies of the entire package of Subplans when extant as part of the campus review process of Campus Disaster Plan; and

BE IT FURTHER RESOLVED, That the President not approve the Plan until the other resolved clauses have been fulfilled.